

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents a review of related literature of this research concerning errors, source of errors, error analysis, types of error, pronoun and kinds of pronouns, recount text, purpose of recount text and structure of recount text.

#### **2.1. Error**

An error is an individual language deviation from standard language norms in grammar, syntax, pronunciation, and punctuation (Foster, 2005, p.87). According to Brown (2000), an error happens from adult grammar of native speaker which have obvious divergence in reflects the learners' competence. Error and mistake have identical meaning in teaching and learning process. In order to make a proper perspective between error and mistake, it is crucial to make a distinction between them. Mistake is related to performance of the learner that might occur in the speech and writing. "A mistake refers to performance error that is either random guess or a slip in that it is a failure to utilize a known system correctly." (Brown, 2000, p. 205)

According to James (as cited in Brown, 2000), a mistake can be self-corrected if the deviation is pointed out to the speaker, while error cannot be self-corrected. It can be concluded that errors happens because the learners has less understanding and knowledge in target language. While, mistakes are caused by temporary lapses of memory, confusion, and carelessness in expressing targets either in spoken or written form.

## 2.2. Source of Errors

According to Brown (2000), there are some sources of errors:

1. Interlingual transfer. It is the beginning stage of learning a second language which is characterized by interlingual transfer from the native language. For example, it is often to hear that English learner says “*the book of Jack*” instead of “*Jack’s book*”.
2. Intralingual transfer. It happens when the learner has begun to acquire parts of the new system. It means that the learner generalizes the rules of target language while they do not have enough knowledge about it. For instance, “*Does John can sing?*” Other example are “*he goed*” and “*I don’t know what time is it.*”
3. The context of learning. It refers to the classroom with its teacher and its material in the case of school learning, or the social situation in the case of untutored second language learning.
4. Communication strategies. Communicative strategies are defined and related to learning style.

## 2.3. Error Analysis

According to Ellis (as cited in Tarigan, 1995, p. 170), error analysis is defined as a working procedure that includes data collection, error identification, explanation of error in the sample, classification of error based on causes and evaluation, and assessment about the level of seriousness. It is commonly used by the researcher and teacher.

Dulay (1982), states studying the errors of the learner serve two major purposes. First, it provides data from which influences about nature of language

learning process can be made. Second, it indicates to the teacher and curriculum developers which part of the target language students have most difficulty to produce correctly.

## **2.4. Types of Errors**

According to Dulay (1982), there are four types of errors as follow:

### **1. Linguistic Category**

These taxonomies consist of language component or linguistic constituent, including phonology, syntax and morphology, semantic and lexicon, and discourse which affect the error.

### **2. Surface Strategy Taxonomy**

Dulay, et al., (1982, p. 150), describes surface strategy taxonomy as emphasizing on modifying the surface structure in specific and systematic ways. This taxonomy can underlie that the student will reconstruct a new language. Thus, among the common errors are:

#### **❖ Omission**

The characteristic of this error is the absence of an item that must appear in a well-formed utterance. In this error, a grammatical morpheme frequently occurs rather than content word.

#### **❖ Addition**

According to Dulay et al., (1982, p. 156), the sign of error is the 'result of all-too-faithful use of certain rules'. It means that there is presence of an item which must not appear in a well-formed utterance.

Three types of addition errors are:

### 1) Double markings

It is defined as a failure to delete certain items which are required in some linguistic constructions, but not in others. It means that there are two items marked in the same features. For instance:

- She *doesn't comes* today → She *doesn't come* today

### 2) Regularization

This error involves overlooking exception of the rules to domains where they do not apply. It means that regularization is the failure of some words that must be altered. For instance, the word “*buyed*” it is incorrect, it should be “*bought*”.

### 3) Simple additions

There is no particular feature characterizes between simple addition and those all addition errors. Moreover, there is an item that must not appear in a well-formed utterance. For instance,

- 3<sup>rd</sup> person singular –s → the fishes is jumping in the pool

### ❖ Misformation

Misformation errors are characterized by the use of the wrong form of the morphemes or structure. The types of errors are:

#### 1) Regularization errors

The characteristic of this error is the place of an irregular marker. The position of those errors is replaced by a regular marker. For examples, “*gooses*” for “*geese*” and “*runned*” for “*ran*”.

## 2) Archi-forms

According to Dulay et al., (1982, p. 160), archi-form is selection of one member of a class to represent others. The learner may temporarily select just one demonstrative adjective to do work for several of them. For instance, “that cat”, “that cats”.

## 3) Alternating forms

Because the use of learners’ grammar and vocabulary grow, there is a way to use free alternation of various members of a class with each other. For example, “those dog”.

### ❖ Misordering

According to Dulay et al., (1982, p. 162), the characteristic of this error is incorrect placement of a morpheme or group of morphemes in an utterance. For instance, “what Daddy is doing?”

## 3. Comparative Taxonomy

This taxonomy is divided into two majors, developmental errors and interlingual errors.

### ❖ Developmental Errors

“Developmental errors are errors similar to those made by children learning the target language as their first language” (Dulay, et al., 1982, p. 165). There is an example that the writer got from an article, the example following utterance made by a Spanish child learning English: *Dog eat it*. The omission of the article and the present tense marker may be classified as developmental because these are also found in the speech of children learning English as their first language.

❖ Interlingual errors

Dulay, et al., (1982), states that interlingual errors are similar in structure to a semantically equivalent phrase or sentence in the learner's native language.

Interlingual errors as defined by Dulay, et al., (1989) simply refers to L2 errors that reflect to native language structure, regardless of the internal process or external condition that spawned them.

#### **4. Communicative Effect Taxonomy**

Communicative Effect Taxonomy is divided into two categories. They are global errors and local errors.

❖ Global Errors

Burt and Kiparsky as cited in Dulay (1982, p. 191) state that global errors are the errors that effect overall sentence organization that significantly hinder communication.

Moreover, Dulay (1982, p. 191) said that the most systematic global errors include wrong order major constituents.

❖ Local Errors

Local errors are the errors that affect single element (constituent) in a sentence, and usually the errors do not disturb communication significantly between the readers and the writers.

#### **2.5. Pronouns**

Pronoun is a word used to replace of a noun (Mcdougal, 1985). A pronoun is a word that can stand alone, it can stand in place of a noun, noun group or

name. It usually needs to have a clear and consistent reference, referring to something that has been identified or named in the text.

Another definition was explained by Payne (2011), that pronouns are anaphoric words which mean that they are tools that speakers use to refer or to mention participants and props on the discourse stage.

### 2.5.1. Kinds of Pronouns

According to Murphy (1998, p. 124), there are some kinds of pronouns as follows:

#### 1. Personal Pronouns

Personal pronouns can be divided into two categories:

##### a. Personal pronouns as subject

	Singular	Plural
First person	I	We
Second person	You	You
Third person	He, She, It	They

##### b. Personal pronouns as object

	Singular	Plural
First person	me	us
Second person	you	you
Third person	him, her, it	them

#### 2. Reflective pronouns

Reflective pronouns are combination of *-self* with personal pronouns or with impersonal pronouns. The action of the verb is pointed back to the subject of the sentence.

### **3. Relative pronouns**

Relative Pronoun is used to combine two sentences that have the same noun or pronouns in them. Relative pronouns form the beginning of a relative clause. There are five basic of relative pronouns forms: *that*, *who*, *which*, *whose*, and *elliptical relative pronoun*.

### **4. Possessive pronouns**

Jones (2010) states possessive pronouns function as adjective that indicates ownership or relationship. It can be identified as first, second, or third person and singular or plural. It is also used to replace or to represent the possessive of the object, person or animal. For example, “mine”, “your”, “belongs to him”, etc.

### **5. Demonstrative pronouns**

King (2009, p. 85) states demonstrative pronouns are pronouns which help someone to demonstrate something or to point out things. It means that these pronouns replace the name position of things. They are *this* and *that* for singular noun and for plural noun are *these* and *those*.

### **6. Interrogative pronouns**

Interrogative pronouns introduce direct or indirect questions. There are three interrogative pronouns, they are *who* (for person), *what* (for thing), *which* (for a choice involving either person or thing).

### **7. Indefinite pronouns**

These pronouns do not have antecedent. It mostly is considered as singular. Moreover, these pronouns refer to unknown persons, things, or quantities. There are two types of indefinite pronouns as follows:



a. Indefinite persons or things

These pronouns are all singular in forms and are used without noun antecedents. They consist of the following compounds:

	-body	-one	- thing
Some-	somebody	someone	something
Any-	anybody	anyone	anything
No-	nobody	no one	nothing
Every-	everybody	everyone	everything

b. Indefinite quantities

These pronouns consist of all, another, any, both, each, either, few, least, less, little, a lot (of), lots (of), many, more, most, much, neither, none, one, other(s), plenty (of), several, some. All of these pronouns have function as adjectives except **none**, which has corresponding adjective **no**.

## 2.6. Recount Text

According to Anderson (1997, p. 48), a recount is speaking or writing about past event or a piece of text that retells past event, usually in order, which they happened. Another definition was explained by Echols (1975, p. 471). He states that recount text means telling about one self's adventures or the day's activities. It means that recount is individual experience in the past which has sequences. Moreover, according to Hyland (2004, p. 29), recount text has social purpose which reconstructs past experiences by retelling events in original sequence.

### **2.6.1. Kinds of Recount Text**

According to Wood and Stubbs (2000, p. 8), there are five types of recount text as follows:

#### **a. Imaginative or Literary Recount Text**

Imaginative or literary recount text amuses the reader by recreating the events of an imaginary world as though they have been read. The use of emotive language must be in specific detail.

#### **b. Factual Recount Text**

A factual recount text concerns with recalling events truthfully. The type of this recount text, such as a school accident report. This type usually can be taken from everyday life. The important is the use of language that is accurate and detail. Therefore, the reader gets a complete picture of the event. Extended description, emotive language and unnecessary detail are out of the place in this text. This type is using third narration, passive voice and information presented when writing the text.

#### **c. Procedural Recount Text**

A procedural recount text records the step taken in completing a task or a procedure. The used of technical terms, accurate time series and first person narrations such "I" or "we". For instance, how to repair the radio, and the steps for using washing machine.

#### **d. Personal Recount Text**

Personal recount text is the writer's experiences. It is usually diary or journal and postcard. Moreover, personal recount text is

written in the first person. The aim is also to entertain or to inform the reader.

e. Biographical Recount Text

A biographical recount text tells the story of a person's life. It uses third person narrator (he, she, and they). It is usually accurate and to record specific names, times, places and events. For final section, it is often evaluation of the subject's achievements.

### **2.6.2. Structure of Recount Text**

According to Wood and Stubbs (2009), structures of recount text include orientation, series or events, and re-orientation. The learners should be guided by the purpose and the audience of that text. Therefore, they will be understood within the use of the structure. The explanation in detail as follows:

a. Orientation

According to Rosyadi (2011), orientation is introducing the participants, place and time. In this point, the writer should give the information about 5W formula (who, what, when, where, and why). The information about what happened, who or what was involved, when and where the events occurred and why the events occurred.

b. Events

Rosyadi (2011) states that events are described series of actions that happened in the story. In this part, selecting events carefully is needed to add the audiences' understanding of the topic.

c. Re-orientation

This is the final section. This part including the outcome's summarized or results, and also gives personal opinion or comment in the importance of topic.

**2.6.3. Language Features of Recount Text**

According to Anderson and Anderson (1998, p. 49) there are some language features that are usually found in recount text. Those are:

- a. Proper noun and pronouns to identify those involved in the text
- b. Action verb
- c. Descriptive word to give details about what, who, where, when, why, and how
- d. The use of the past tense to retell the events
- e. Conjunction and time connectives
- f. Adverb and adverbial phrase
- g. Words that show the order the events.

Due to explanation above, the researcher focused on the use of pronouns in writing recount text.